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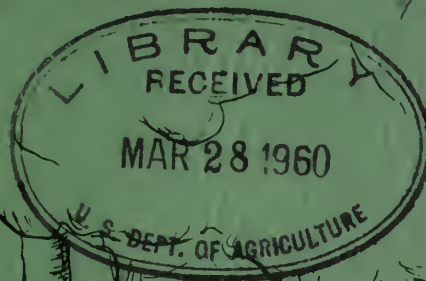
ING IN ADMINISTRATIVE MANAGER

USDA



<sup>3</sup>  
**LEADERSHIP  
DEVELOPMENT  
Workshop**

OCT. 19-23, 1959



5a  
Athens, Georgia

THE UNIVERSITY OF GEORGIA

GEORGIA CENTER FOR

CONTINUING EDUCATION

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FOREWORD

This is a brief summary of the (TRAINING IN ADMINISTRATIVE MANAGEMENT Workshop held at Athens, Georgia, on October 18-23, 1959.

The planning, writing, editing, and publishing of this report were part of the training. The summaries and other features of the report are the work of workshop participants. These articles were submitted to the editorial committee promptly following each discussion. They have not been revised.

The purpose of the workshop was to give workers in the Department of Agriculture an opportunity to increase the effectiveness of their respective agencies in helping to solve the complex problems facing American agriculture in these times of rapid changes. In this endeavor, the workshop did not deal directly with agricultural problems such as those associated with farm production. Instead, it was concerned solely with ways and means of assisting the Administrator, Director, Manager, or Supervisor to increase his effectiveness and that of his co-workers in meeting the challenges imposed by our agriculture of today. "Self-development," "Human relations," "Motivation," "Delegation of Authority," and "Supervision" are illustrative of the field of study in this workshop. It was essentially a study of how to best accomplish our agency aims and objectives by working with and through our fellow employees.

We, the participants, feel that we were fortunate to be given the opportunity to attend the workshop and especially because of the exceptional qualifications of those leading the discussions and the enlightening manner in which the discussions were handled.

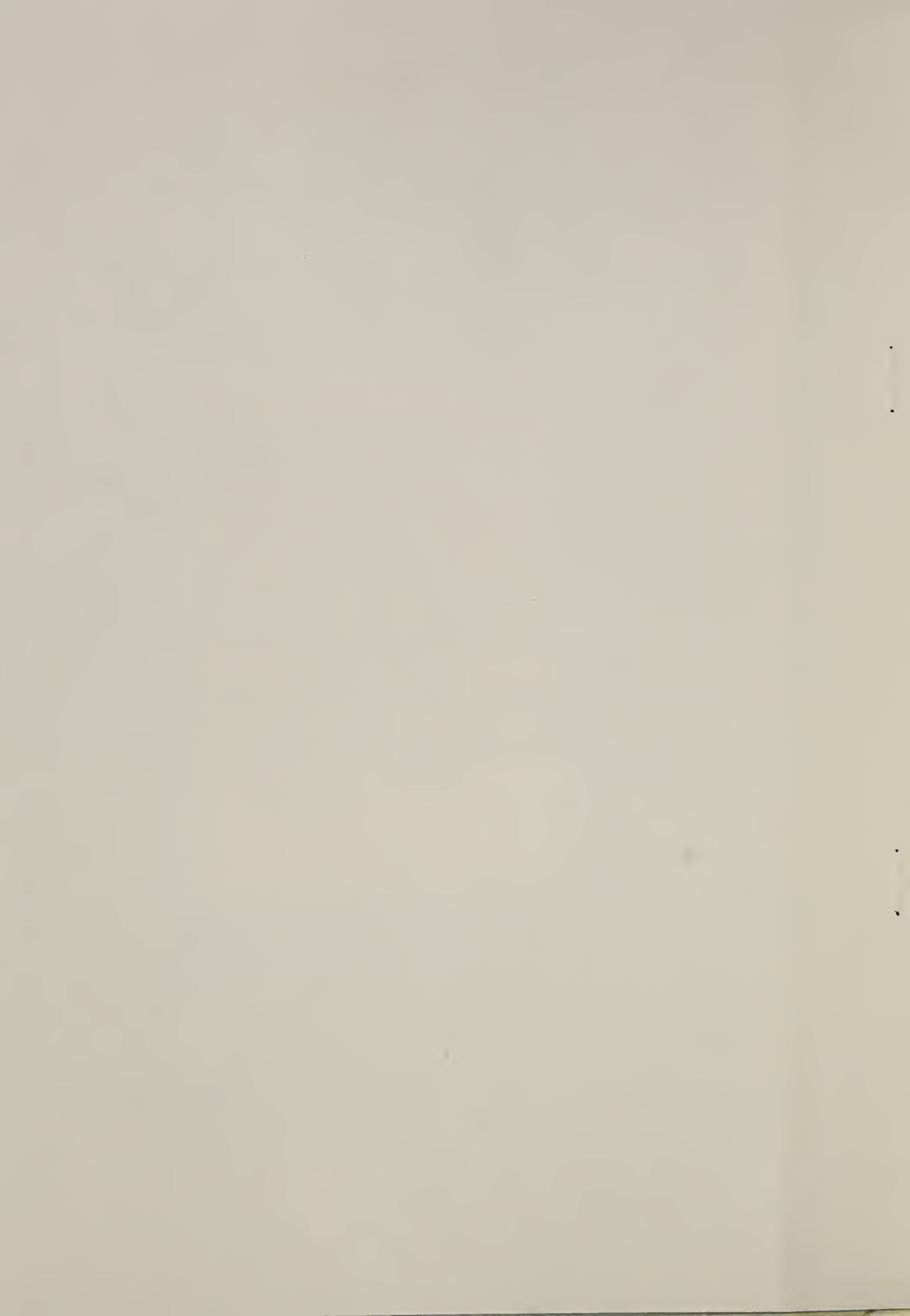


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First Row: Nicholls, McCollough, Griffeth, Thomas, Loftus, West, Schaeffer, Harris;  
Second Row: Slappey, VanLandingham, Freeman, Sparrow, Stancil, Shradar,  
McNasser, Hess, Chapell, Martin, Jarrell, Stradt, Kinsey; Third Row:  
Clark, McDowell, Bowling, Harber, Henry, Logan, Strange, Williams, Mignery



## ACKNOWLEDGMENTS

Those of us selected to participate in this TRAINING IN ADMINISTRATIVE Management Workshop express our appreciation to all who had a part in its planning and organization.

Our thanks go to the members of the committee who planned and organized the program:

Ferd F. Dowis, Jr., FHA  
William F. Griffeth, AMS  
Fred W. Harris, Jr., OGC  
Clinton S. Herrick, Jr., FS  
Edward F. Littlehales, FS  
Allen J. Logan, FS  
William L. Nicholls, FS  
Henry J. Osterholtz, ARS  
Cecil C. Perry, AMS  
Thomas Wilson, AMS

The excellence of the committee's work is reflected in the value of the training the members received at the Leadership Development Institute conducted at the Georgia Center for Continuing Education in March 1959.

Our appreciation is extended to Mr. Larry Walker, Program Coordinator at the Center, and his staff for their very able assistance in making the workshop a success.

We also express sincere appreciation to Mr. J. K. Vessey, Regional Forester, U. S. Forest Service, Atlanta, Georgia, for sponsoring this workshop and to Mr. W. L. Nicholls of the Forest Service who served as Program Coordinator.

Our special thanks go to the speakers who gave their time and effort to share their experiences and knowledge with us in this important field of administrative management. We are very grateful to them.

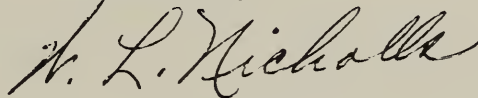


To: Participants of TAM Workshop - October 18-23, 1959

I would like to express my appreciation for your fine spirit of cooperation in filling the various assignments that were made. Many of these, I am sure, were new and strange to you. You will continue to receive much help by applying the principles presented at the Workshop.

It was a pleasure to work with a group showing such good spirit of fellowship and cooperation.

Sincerely,

A handwritten signature in cursive script, reading "W. L. Nicholls".

W. L. NICHOLLS  
Coordinator  
TAM Workshop



LIST OF PARTICIPANTS

AGRICULTURAL MARKETING SERVICE

Jack R. Chapell Officer in Charge	Room 208, Administration Building State Farmers Market Forest Park, Georgia
Neill W. Freeman, Jr. Administrative Officer	50 Seventh Street, NE Room 252 Atlanta 23, Georgia
David H. Stancil Assistant Area Manager SE Area Cotton Division	Box 7068 - Station C Atlanta 9, Georgia

AGRICULTURAL RESEARCH SERVICE

Carl W. Hess Animal Husbandry Research Division	Poultry Department University of Georgia Athens, Georgia
Thomas E. Kinsey Plant Pest Control Division	708 Grand Building 649 Mulberry Street Macon, Georgia
George N. Sparrow Soil and Water Conservation Research Division	Georgia Coastal Plain Experiment Station Tifton, Georgia

COMMODITY STABILIZATION SERVICE

James P. Henry Fieldman	ASC State Office - USDA Old Post Office Building Athens, Georgia
Arthur C. Jarrell Program Specialist	ASC State Office - USDA Old Post Office Building Athens, Georgia

FEDERAL CROP INSURANCE CORPORATION

J. Frank Bowling District Supervisor	Stockton, Georgia
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FEDERAL CROP INSURANCE CORPORATION (Cont.)

D. H. McCollough State Director	Old Post Office Building Room 301 Montgomery 4, Alabama
Ray B. Williams District Supervisor	1102 Second Avenue, SW Cullman, Alabama

FARMERS HOME ADMINISTRATION

Davis D. Slappey Operating Loan Officer	50 Seventh Street, NE Atlanta 23, Georgia
S. L. VanLandingham Chief, Program Operations	50 Seventh Street, NE Atlanta 23, Georgia

FOREST SERVICE

Arnold Mignery Research Center Leader Southern Forest Experiment Station	Sewanee, Tennessee
George K. Schaeffer Head, Lands Section Division of Recreation and Lands	U. S. Forest Service 50 Seventh Street, NE Atlanta 23, Georgia
Wayne W. West Head, Range Management Division of Watershed, Wildlife and Range Management	U. S. Forest Service 50 Seventh Street, NE Atlanta 23, Georgia
Gilbert H. Stradt Forest Supervisor Cherokee National Forest	U. S. Forest Service Box 497 Cleveland, Tennessee
James D. Strange Section Head, Cooperative Forest Management Division of State and Private Forestry	U. S. Forest Service 50 Seventh Street, NE Atlanta 23, Georgia
Leon R. Thomas Assistant Regional Forester Division of Watershed, Wildlife and Range Management	U. S. Forest Service 50 Seventh Street, NE Atlanta 23, Georgia
K. W. McNasser Chief, Division of Forest Fire Research Southern Forest Fire Laboratory	U. S. Forest Service P. O. Box 1421 Macon, Georgia



RURAL ELECTRIFICATION ADMINISTRATION

Lisle A. Shradar  
Field Representative

Box 847  
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SOIL CONSERVATION SERVICE

Cecil N. Martin  
Design Engineer

Soil Conservation Service  
Old Post Office Building  
Athens, Georgia

Thomas B. McDowell  
Assistant State Administrative  
Officer

Soil Conservation Service  
Old Post Office Building  
Athens, Georgia

Hugh Clark  
Soil Conservationist

Soil Conservation Service  
Old Post Office Building  
Athens, Georgia

W. H. Harber  
Soil Conservationist

Soil Conservation Service  
Gainesville, Georgia



PROGRAM

TAM (TRAINING IN ADMINISTRATIVE MANAGEMENT) WORKSHOP  
CENTER FOR CONTINUING EDUCATION  
UNIVERSITY OF GEORGIA  
ATHENS, GEORGIA  
OCTOBER 18-23, 1959

Sunday, October 18, 1959  
7:00 - 9:00 P.M.

Registration - Lobby of Center for Continuing Education

Monday, October 19, 1959  
8:00 - 10:45 A.M.

Introductions	All Participants
Welcome	William L. Nicholls Forest Service, USDA Atlanta, Georgia
Objectives and Plans of Workshop	William F. Griffeth Agricultural Marketing Service, USDA Atlanta, Georgia
a. Purpose of Workshop	
b. How to Introduce Speakers	
c. How to Handle Discussion Periods	
d. How to Summarize	
e. Committee Assignments - Duties	

10:45 - 12:00 A.M.

Organization of USDA	Joseph P. Loftus, Director Office of Administrative Management, USDA Washington, D. C.
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1:00 - 5:00 P.M.

Oral Descriptions of USDA Agencies	All Participants
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7:00 - 9:00 P.M.

Movie on USDA	Film Committee
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Tuesday, October 20, 1959

8:00 - 10:00 A.M.

Self-Development  
(Breakfast Meeting)

Dr. Hugh Masters, Director  
Center for Continuing  
Education  
University of Georgia

10:00 - 12:00 A.M.

Communications

Edmund N. Fulker  
Assistant Director  
Graduate School, USDA  
Washington, D. C.

1:00 - 3:00 P.M.

Administrative Leadership

Mark W. Kirkham  
Administrative Assistant  
Office of the Secretary, USDA  
Washington, D. C.

3:00 - 5:00 P.M.

Human Relations and Motivation

Dr. Raymond Payne  
Department of Sociology  
University of Georgia

Wednesday, October 21, 1959

8:00 - 10:00 A.M.

Decision Making

Dr. Robert W. Carney  
School of Business Administration  
Emory University  
Atlanta, Georgia

10:00 - 12:00 A.M.

Delegation of Authority

Dr. Glenn Gilman  
Lockheed Aircraft Corporation  
Marietta, Georgia

1:00 - 3:00 P.M.

Fundamentals of Management

Dr. Coleman B. Ransone, Jr.  
Professor of Political Science  
University of Alabama

Wednesday, October 21 (cont.)

3:00 - 5:00 P.M.

Public Relations

Charles S. Thorpe  
Georgia Customer Relations  
Manager  
Southern Bell Telephone Company  
Atlanta, Georgia

Thursday, October 22, 1959

8:00 - 10:00 A.M.

Creative Thinking

Dean James E. Gates  
College of Business Administration  
University of Georgia

10:00 - 12:00 A.M.

Public Speaking

Robert L. Bailey, General  
Manager  
Bob Shelly Appliance and  
Television  
Atlanta, Georgia

1:00 - 3:00 P.M.

Supervision

William A. Egerton  
Professor of Management  
Oglethorpe University  
Atlanta, Georgia

3:00 - 5:00 P.M.

Self-Evaluation

Dr. Michael H. Mescon  
Rich's, Inc.  
Atlanta, Georgia

Friday, October 23, 1959

8:00 - 10:00 A.M.

Selecting, Developing, and  
Retaining Employees

William M. Rima  
Deputy Director  
Fifth Civil Service Region  
Atlanta, Georgia

Friday, October 23 (cont.)

10:00 - 12:00 A.M.

The Future in USDA

Ernest C. Betts, Jr.  
Director of Personnel, USDA  
Washington, D. C.

1:00 - 3:00 P.M.

Summary

William L. Nicholls  
Forest Service, USDA  
Atlanta, Georgia

## OBJECTIVES AND PLANS OF THE WORKSHOP

By William F. Griffeth

William F. Griffeth is Head of the National School Lunch and Special Milk Programs, Food Distribution Division, AMS, USDA, Atlanta, Georgia. He began his government service in 1938 as Purchasing and Contracting Officer, National Park Service. Later he was Chief, Program Examination and Claims Section, Atlanta Commodity Office, and then the Assistant to Director, New Orleans Commodity Office. He has attended the University of California, Georgia Institute of Technology, and obtained his B.S. degree in Landscape Architecture at the University of Georgia. He graduated from the TAM Institute held in Athens, Georgia, March 1959.

### SUMMARY

By Carl W. Hess, ARS  
Arnold Mignery, FS

TAM Workshops had their beginning in recommendations of the Secretary of Agriculture's Management Improvement Committee. This group recognized that although agriculture has made spectacular technical progress in recent decades, little has been done to improve the individual as a leader. Consequently, leadership training is one of the main objectives of TAM.

### PURPOSE OF WORKSHOPS

Management skills will be improved through intensive training including active participation in conducting and summarizing the conference. This conference will provide a more thorough knowledge of USDA agencies and lead to a better understanding of people and how to work with them.

### INTRODUCING SPEAKERS AND HANDLING DISCUSSIONS PERIODS

Suggestions were given which should be considered and practiced whenever practicable.

#### A. ARRANGEMENTS TO BE MADE BY INTRODUCER PRIOR TO MEETING

1. Meet the speaker at a designated place.
2. Check on accommodations (for family also if needed).

3. Furnish transportation if needed.
4. Arrange for meals, if appropriate.
5. Obtain name tag for speaker.
6. Arrange for necessary props.
7. Assure that rostrum is in order.
8. Know how to properly pronounce his name.
9. Become familiar with background.
10. Advise speaker of any particular characteristics of audience, such as hostility, problems, etc.
11. Ascertain that speaker knows time allotted for speech and for subsequent discussion or question and answer period.
12. Make speaker feel he is a "VIP."

B. KEY POINTS FOR THE INTRODUCER TO OBSERVE

1. Speak clearly.
2. Be brief, two or three minutes, but not too brief.
3. Don't talk about yourself.
4. Don't read more than absolutely necessary.
5. Don't smoke while making introduction.
6. Give audience qualifications of speaker.
7. Pronounce speaker's name distinctly.
8. Don't say, "I give you Mr. So-and-So."
9. Don't use excessive humor.
10. Don't infringe on speaker's subject.
11. Don't eulogize, belittle, or patronize speaker.
12. Give speaker's name last.
13. Remain standing until speaker reaches podium.
14. Start applause.

C. TECHNIQUES FOR HANDLING THE DISCUSSION OR QUESTION PERIOD

1. The Buzz System

Divide audience into groups of five or six persons each; take a short break; each group formulate several questions to be propounded to speaker.

2. General question and answer session, introducer should:

- a. Have knowledge of subject and speaker.
- b. Have questions "planted."
- c. Ask important, leading variety, and discussion-type questions.
- d. Keep questions on the subject.
- e. Ask only questions that are related to speech.
- f. Moderate rather than lead discussion.
- g. Encourage wide participation; discourage one person from asking too many questions.
- h. Repeat question if apparent question not understood or heard.
- i. Close discussion at proper time or sooner if questions lag too much or cease.



D. THANKING THE SPEAKER WHEN HE IS THROUGH REQUIRES THAT THE INTRODUCER:

1. Listen carefully.
2. Make mental or written notes of specific reasons why he can sincerely thank speaker, such as:
  - a. Time and effort in organization and preparation of speech
  - b. Excellent delivery
  - c. Creativeness as evidenced by novel ideas
  - d. Forthright treatment of subject
  - e. Coverage of subject
  - f. Speaker's presence
  - g. Interesting
  - h. Informative
  - i. Entertaining
  - j. Original
  - k. Possible great sacrifice of valuable time

SUMMARIZING TALKS

A. SUGGESTED TECHNIQUES TO BE FOLLOWED

1. Give brief biographical sketch obtained from introducer prior to summary.
2. Use outline form as standard.
3. Make it brief.
4. Hit high spots of speech plus punch line.
5. Don't include humor.
6. Include pertinent questions and answers.
7. Bibliography, obtain names of reference materials from speaker.

COMMITTEE ASSIGNMENTS AND DUTIES

A. COMMITTEE ASSIGNMENTS WERE MADE AND ARE LISTED ON PAGE 51.

B. THE DUTIES OF EACH COMMITTEE ARE:

1. The Steering Committee will be responsible for the overall conduct of the meeting and have general responsibility for all details pertaining thereto.
2. The Recreation Committee will plan appropriate extra-curricular activities.
3. The Editorial Committee will review all summaries of talks and will prepare for publication of the proceedings of the workshop.
4. The Library and Film Committee will review films for possible use at the conference and arrange to show appropriate ones. This group will also be in charge of the library.



## ORGANIZATION OF USDA

By Joseph P. Loftus



Mr. Loftus is Director, Office of Administrative Management, U. S. Department of Agriculture. He holds an A.B. degree from St. Mary's College, St. Mary's, Kansas. Mr. Loftus has varied experience in Government service including Fiscal Management, USDA, Office of Budget and Finance, and the Social Security Board. Mr. Loftus is a member of the American Society for Public Administration and the American Academy of Political and Social Sciences.

### SUMMARY

By James P. Henry, ASC  
D. H. McCollough, FCIC

Mr. Loftus opened his discussion relative to organization of USDA by commenting on the history of USDA dating back to 1862 when Congress established the Department of Agriculture.

An organizational chart was used in showing the operations of the Secretary of Agriculture and his staff heading the various agricultural agencies. Each agency was discussed and pertinent information was given regarding the part played in the overall picture of the Department of Agriculture.

It was pointed out by the speaker that American agriculture is our largest industry, the one employing the most workers and with the largest single capital investment. It was also pointed out that the problem in the Department of Agriculture is in meeting the continuing challenge of how to best administer the varied programs in the national interest.

USDA was defined as a framework for constructive effort in our section of the public service. It is through organization that we attempt to deal with internal and external factors involved in doing the job that no one of us can handle alone.



## DESCRIPTION OF USDA AGENCY WORK

### SUMMARY

By K. W. McNasser, FS  
Jack R. Chapell, AMS

Following a program topic on the organization of USDA, brief descriptions of the work of Department agencies were given by representatives of those agencies having participants at the workshop. From ten to forty minutes were made available for each of the agency presentations. The purpose of this portion of the workshop was to show not only the activities of each agency but to give each man an indication as to how the combined agency effort meets Department responsibilities. As the twenty-four reports from eight agencies were unfolded, the magnitude of the Department's program became apparent. Workshop participants received an increased appreciation of the interrelated but clearly defined work of all the represented agencies serving the agricultural needs, both research and operational, of the nation.



## SELF-DEVELOPMENT

By Dr. Hugh Masters



Dr. Hugh Masters is the Director of the Georgia Center for Continuing Education, University of Georgia. He was born in Leonard, Texas, February 17, 1903. He received his B.S. degree from North Texas State College, Denton, Texas; a Masters degree from Teachers College, Columbia University, New York; and a Doctorate from the University of Chicago. Dr. Masters has held positions prior to his present one as follows: Director, Division of Education, Kellogg Foundation, Battle Creek, Michigan; Principal, Demonstration School, North Texas State; Principal, Junior High School, Denton, Texas; Principal, Rural School, Texas.

## SUMMARY

By W. H. Harber, SCS  
Lisle A. Shradar, REA

Our rapidly changing world has made necessary a change in the old "chain" method of administration where "watered down" decisions were common when they finally reached the action level. Executives and supervisory personnel must make definite decisions, and their self-development must necessarily be a continuous process throughout their productive lives. This self-development process is a personal thing which must be planned by each individual. It is his responsibility to study and familiarize himself with the liberal arts and humanities.

We must make adjustments in life to deal with the tensions that exist today caused by ideologies, information, and misinformation. Previous thinking that these tensions would soon disappear has been discounted. An individual is now forced to take a stand on the future in this space age. Education is the power we have for shaping what is to be in our society in the future. This should create in each individual a greater desire for self-development which will enable him to make the right decisions in this changing world.

It has become apparent that the method of bringing individuals from undeveloped countries of the Middle and Far East to the United States to teach them technological skills is not practicable. We need to send trained technicians from America and other countries to teach these skills in their own environment.

We must take stock in what we have, what we can do, and where we expect to go to relieve the tensions of today. We must find greater satisfaction in living, sharing in community life, and have the ability to share in the world of today. We need social inventions which will help eradicate poverty, disease, and ignorance. With modern scientific achievements with which to do the work, we can now free men to take and organize data to make decisions so that man will no longer be a beast of burden.



## COMMUNICATIONS

By Edmund N. Fulker



Edmund N. Fulker, Assistant Director, Graduate School, U. S. Department of Agriculture, Washington, D. C., is a native of Pittsfield, Massachusetts. He received his B.S. degree in Science from Purdue University at Lafayette, Indiana; his Masters degree in Psychology also from Purdue University; Candidate for Ph.D. degree in Psychology, American University, Washington, D. C. His experience includes instructor at Purdue University; in charge of Headquarters U. S. Air Force Reading Laboratory in the Pentagon; Professional Lecturer at the American University, Washington, D. C.; until early 1959 he was Director, USDA Reading Improvement Program, Office of Personnel, USDA, Washington. He is the author of several publications in the field of reading and improvement training. He is a past President, Adult Reading Improvement Association.

### SUMMARY

By Thomas B. McDowell, SCS  
James D. Strange, FS

Listening is one of the four basic communication skills of speaking, reading, listening, and writing. It is one of the most sadly neglected. Just recently have we become aware of the need of developing means for improving our communication skills. Only as we are able to effectively communicate will we be able to efficiently exercise our talents.

There are two broad types of communication - receptive and expressive. Receptive communication embraces listening and reading. Expressive communications are those that involve speaking and writing.

Research discloses that about 45 percent of our waking hours is spent in listening, 16 percent in reading, 30 percent in speaking, and 9 percent in writing. Thus, 61 percent of our time may be involved in receptive communication media. Because more than half of our time is spent in receptive communication, we should concentrate on the barriers that prevent more effective listening and reading.

There are three primary barriers to reading and listening - they are physical, psychological, and social-psychological barriers. One of the primary physical barriers is the gap between the ability of our mind to quickly generate ideas and our inability to speedily express them with words that impart the intended meaning. The brain functions eight to ten times as fast as the tongue can be made to express the thoughts. We tend to assimilate and improve or gloss over the facts we hear to fit our liking. Therefore, we must maintain a determination to listen and try to filter out the main point an individual is trying to express. We should be sympathetic and make mental notes that will help us to better understand the main point a person is attempting to impart. If we are not fully understanding him, we should overcome our natural reticence to ask questions to insure that we do gain full understanding.

Overcoming the psychological barriers involves knowing yourself and recognizing any tendency to be hostile to persons, ideas, or frank expression on the part of others. If we are to effectively communicate, we must determine that we are going to be considerate and patiently hear the expressions of those talking to us.

In dealing with social-psychological barriers, we must be so tolerant and approachable as to inspire a subordinate or anyone else to fully express his thoughts on any matter or problem. Put yourself in the other fellow's place and give him the consideration that you would desire.

## ADMINISTRATIVE LEADERSHIP

By Mark W. Kirkham



Mark W. Kirkham, Administrative Assistant, Office of Secretary, USDA, Washington, D. C., is a native of Salt Lake City, Utah. He is a graduate of the University of Utah and Executive Program of University of Chicago. Formerly employed as (1) Assistant Director (Budget), Budget and Finance Division, ARS, USDA; (2) Assistant Chief, (Administration), Bureau of Dairy Industry, USDA; and (3) Budget and Planning Officer, Bureau of Entomology and Plant Quarantine, USDA. Mr. Kirkham also served with the Department of Army, Navy, and District of Columbia Government.

### SUMMARY

By George K. Schaeffer, FS  
Davis D. Slappey, FHA

### THE NEED FOR LEADERSHIP

Leadership is needed today as never before with new opportunities becoming available. The constant evaluation and search for the "right man" is an endless task. Prepare and be ready for your opportunity.

### THE LEADER AND THE GROUP

The leader is influenced by several groups: (1) Within his work association, he is influenced by the formal group (following the lines of the organization chart), and the informal group (which may be led by the social or "grapevine" head. (2) Outside his work association, he is influenced by church groups, school, PTA, bowling teams, and other such groups. Each individual is influenced by the interests of the various groups he represents.

### ATTRIBUTES OF THE LEADER

1. He can make decisions. Although decisions may be difficult to make, the leader demonstrates his right to this title by getting all the facts he can; making his decision and taking action unbiased, uncolored, and not influenced by emotions; and realizing there is a calculated risk in any decision, but nevertheless goes ahead with his action even though he knows he may make some mistakes by doing so.

2. He is willing to assume responsibility. He has courage to proceed when the occasion demands action, recognizing his own limitations. He obtains and influences other people to do things for him by proper delegations of his responsibility and authority.
3. He has drive. He has initiative ("motor, gear shift, and gas in the tank"). He has good health, enthusiasm, an open mind, and conviction of being engaged in a good cause. He is energetic and does not engage in outside jobs which rob him of energy needed to properly carry on his work.
4. He knows where he is going. By vision he can project himself into the future and by knowledge of the organization and the complexity of the people and work involved, he can do a thorough, imaginative job. His job is to know how to manage people.
5. He understands people. He knows people carry a sign: "I Want to Feel Important." He knows the power of love, the value of actively seeking opportunities to express appreciation, and how to get along with people through knowing their limits and the impact of sympathetic listening.
6. He knows how to get people to act. He knows how to give acceptable orders through the barriers of communication; how to lead rather than drive; and how to gain cooperation through challenges to exceed themselves. He can influence thinking.
7. He can be depended upon. He is consistent and not influenced by the "squeeking wheel." He is not capricious and follows the intent rather than the letter of the law. He is intellectually honest with himself and the group.
8. He is personally acceptable. By dress, speech, sense of humor, courtesty, and soap and water, he creates an atmosphere of cleanliness, neatness, and pleasantness.
9. He believes in his work. He is loyal to his boss, his agency, and his fellow employees and will stand up to be counted when needed.
10. He can handle problems. He is firm but fair and can forget. The ability to change people needing to be changed for better is a true measure of leadership. He is patient and exhibits faith that tomorrow will be better. He believes in the Golden Rule in his treatment of fellow employees.

Mr. Kirkham concluded his presentation with the following quotation from Edward B. Hanify, Life Office Management Association Bulletin:

"One of the high functions of leadership is to translate the goal of an organization into such concrete and stimulating terms that those who are led will not only perceive the validity of the group objectives for the organization as a whole, but also see in its accomplishment a way of honorable self-fulfillment. You cannot induce men who are fashioned in the awesome

image of their Maker to work happily for purposes which they cannot understand, or to become reconciled to viewing their life work as merely part of the ceaseless grinding of a giant striving. The educational task of leadership is to raise the aims of human effort from the plane of the humdrum, the routine, and the impersonal and to place them on a level worthy of the dignity and integrity of the individual man.

"Here, in this challenging educational aspect of leadership, truly inspiring leaders distinguish themselves from the ranks of mediocre bosses or routine executives and scale the heights of superb achievement. In the interior of our consciousness, each of us has a sort of private hall of fame reserved exclusively for the real leaders who have influenced the direction of our lives. Relatively few of the many men who have exercised authority over us from childhood through adult life meet our test for admission to this precinct. That test has very little to do with the outward trappings of power or an abundance of this world's goods.

"The leaders whom we admit into this private sanctuary of our reflective meditation are usually those who set our hearts afire with devotion to truth, who made obedience to duty seem the essence of manhood, who transformed some ordinary routine occurrence so that it became a vista whence we saw the man we aspired to be. The leaders of our choosing were men who personified faith and fidelity, who are instinctively repulsed by what was unclean or unfair, in whose presence evil cringed and seemed repulsive; men who were blessed with a faculty of striking a direct blow at the painted face of falsehood and deceit, and were capable of awakening in us a desire to develop to the fullest our own talents and aptitudes."



## HUMAN RELATIONS AND MOTIVATION

By Dr. Raymond Payne

Dr. Payne was born on a farm near Shelbyville, Kentucky. He received his A.B. degree in Agriculture at the University of Kentucky and sold insurance for some time before entering the U. S. Army. After his Army service, he returned to the University of Kentucky where he received his Masters degree in social studies. He received his Ph.D. degree from Cornell University and is now Associate Professor of Sociology at the University of Georgia.

### SUMMARY

By J. Frank Bowling, FCIC

Dr. Payne began his discussion by posing the question: Under what conditions do people do their best work?

Some of the answers given by the group are as follows:

1. Pleasant surroundings
2. Job satisfaction
3. Adequate facilities
4. Security
5. Mutual respect, trust, and friendliness
6. Proper personal environment

Many other answers were given and around these answers a discussion evolved.

Dr. Payne developed the theme of motives and human relations. Thus a wish or motive is a pattern of behavior which involves an anticipated future satisfaction which the person believes is likely to be attained and toward which he usually relates some of his present behavior.

The four important wish patterns formulated by W. I. Thomas are:

1. Desire for security
2. Desire for new experience
3. Desire for response
4. Desire for recognition and prestige

Dr. Payne pointed out that man does what he does in response to needs, and that there are two categories into which these needs fall. They are:

1. Biogenic
2. Sociogenetic

The biogenic needs are the human needs that man is born with such as hunger, thirst, temperature control, etc. The sociogenetic needs are the needs which originate during or in the life of man. Some of these needs would be taste or preference, recognition, respect, etc. These needs motivate man and make him do the things that he does in order to satisfy them. More and more men are casting their lots with large organizations so that several objectives may be obtained concurrently.

Maximum efficiency and production of work will be obtained from employees more consistently when they are allowed opportunity for self-expression, the operation of individual imagination and inventiveness, and when they acquire the feeling of becoming a part of the organization.



## DECISION MAKING

By Dr. Robert W. Carney



Dr. Carney received his B.S. degree in Business Administration from Kent State University, Kent, Ohio. He earned his Masters and Ph.D. degrees from Cornell University. He holds membership in the American Management Association, American Society of Training Directors, American Society for Personnel Administration, and various other professional organizations. He is listed in Who's Who in the Social Sciences, and in Leaders in American Science. Dr. Carney has served as Director, Industrial Relations Center, and Assistant Professor, Kalamazoo College, Kalamazoo, Michigan; Manager, Industrial Relations Division, National Water Lift Company, Kalamazoo, Michigan; Assistant Professor, University of Louisville, Louisville, Kentucky; and is currently Associate Professor of Management, Emory University School of Business Administration, and Administrator, Advanced Management Program, Emory University, Atlanta, Georgia.

### SUMMARY

By David H. Stancil, AMS  
Leon R. Thomas, FS

Ability to make decisions varies greatly between individual people. It varies from the flighty, quick-decision types to those who stall or avoid making them at all.

Decision making involves both art and science. The process can be improved by study and practice.

Minor decisions and major decisions are both difficult to make. Minor decisions are usually made quickly while big ones usually take more time. When possible, problems should be studied along with possible solutions and then allowed to "incubate." Later the answer may be much clearer.

A systematic approach to decision making is outlined here as an aid. Most decisions are made by considering many of these items at the same

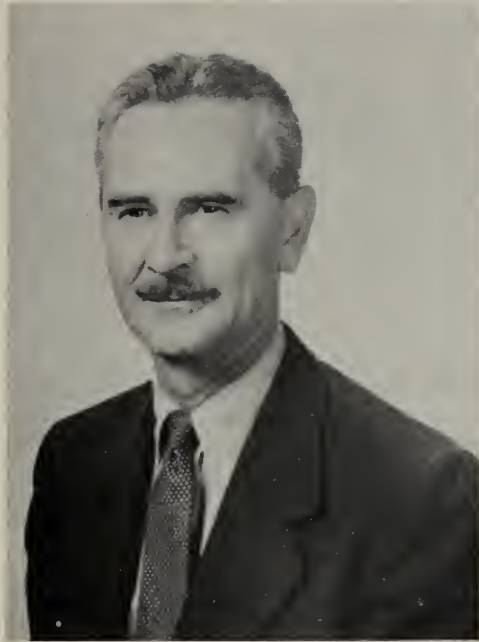
time or in various combinations. Seldom are the stages followed in the order listed. Judgment is a major factor in all decisions.

#### SYSTEMATIC APPROACH

1. Find the problem - the basic cause. It may be organizational, conflict of personalities, technical, or administrative.
2. Analyze the problem. This requires recognizing the causes of the confusion, gathering information, arranging information, and checking the validity of the information. Then study it to gain perspective and organize the thoughts.
3. Consider alternate solutions. Narrow down the number of solutions; consider the wanted consequences against the unwanted consequences; weigh the possible solutions.
4. Choose the solution. Never do this in a vacuum. Consider needs, reactions, behavior, attitudes, and motivation of people in and out of the organization. Anticipate the reactions to the decision.
5. Put decision into effect.

## DELEGATION OF AUTHORITY

By Dr. Glenn Gilman



Dr. Gilman is Employee Relations Adviser in the Georgia Division of the Lockheed Aviation Corporation and is also Professor of Industrial Relations in the School of Industrial Management of the Georgia Institute of Technology. He was born in Waupaca County, Wisconsin, and early in his career had experience in farming. He possesses four degrees: B.S. in Education from Central State Teachers College, Wisconsin; B.S. in Physics from the University of Chicago; M.S. from the Georgia Institute of Technology; and Ph.D. in Social Psychology from the University of Chicago. He has served in a number of responsible positions, including that of Project Director at the Industrial Relations Center of the University of Chicago and as an officer in the U. S. Marine Corps.

### SUMMARY

By George N. Sparrow, ARS  
Gilbert H. Stradt, FS

Consideration of the functions involved in proper delegation of authority suggests a definition of segments of the terminology.

Delegation is defined as the committing or entrusting of responsibility and control to others without completely relinquishing either responsibility or control.

Authority has two definitions of equal import. An authoritarian aspect is that of having the power to enforce obedience. An authoritative connotation is that of having within oneself the power to command respect.

Authoritarian control within an organization stems from higher authority and is established in a position through the organization. The power thus vested is in the position, not the man. The activity under this control is largely dependent upon organizational routine.

Authoritative control is centered around an individual and his power to command respect. This is informal authority which is important where individual ideas are requisite and where special problems without formal solution are involved.

A formula is suggested relative to the requirement for the two types of authority within an organization. It is simply that proportionately authoritarian control is to authoritative control as the routine activity of the organization is to the nonroutine or novel activity.

Delegation of authority depends upon the type and needs of organization. It must concern itself with control and morale. For better understanding, a set of progressive steps are suggested in the building of an organization. They are taken from the viewpoint of an individual vested with authoritarian control and having a degree of authoritative control.

1. Analyze responsibilities
2. Decide what responsibilities to delegate
3. Apportion delegated responsibilities
  - Avoid gaps and overlapping
  - Keep responsibilities homogeneous
  - Establish span of control
4. Determine authority to perform responsibilities
5. Develop job descriptions
6. Select employees
7. Establish and maintain a system of control, considering: facilities; budget and desired morale; policy and procedures through directions; employee training and advancement opportunities; communication with responsible employees; "feed-back" by formal or informal reporting; and procedures for consultation and employee self-appraisal.

Finally, an act of delegation must be an act of trust.

## FUNDAMENTALS OF MANAGEMENT

By Dr. Coleman B. Ransone, Jr.

Dr. Coleman B. Ransone, Jr. is a native of Norfolk, Virginia, now residing in Tuscaloosa, Alabama. In his present capacity, he is Professor of Political Science and is Educational Director of the Southern Regional Training Program in Public Administration at the University of Alabama. He received his A.B. degree from the College of William and Mary and his M.A. and Ph.D. degrees from Harvard University. His major fields are Public Administration and American Government. Two books, The Office of Governor in the South, and The Office of Governor in the United States, are included among his publications. He is a contributing author to the study, The Impact of Federal Grants-in-Aid on the Structure and Function of State and Local Governments, published by the U. S. Commission on Intergovernmental Relations.

### SUMMARY

By K. W. McNasser, FS  
Hugh Clark, SCS

Dr. Ransone presented the topic "Fundamentals of Management" as applicable to any organization, public or private. General definitions of terms in the topic designation were stated. "Fundamental" was construed to mean basic, primary, or universal. "Management" (or administration) was defined as the process of getting people to work together to accomplish a desired goal. Thus the topic was concerned with the basic process of getting people to work together to attain an established goal or goals. A manager is one who supervises two or more people and is responsible for staffing an organization which will meet objectives.

Policy, although not specifically defined, was considered generally as being a guide to action which will accomplish goals. Three broad areas of management were stated to be:

1. Policy Formation
2. Policy Explanation
3. Policy Implementation

People at all levels in an organization affect policy formation, to varying degrees. This fact holds true in formulating new policy and in making policy changes. People who make interpretations of policy which may result in changes in the original policy can be considered as affecting policy formation. Policies are continuously subject to change, by law or interpretation, and policy statements should be kept up to date to reflect current policy.

Policy explanation should be made within the organization at all levels and to people outside of the organization. Ordinarily, explanations of policy in the top level is both within and without the organization, while at the lower level, policy explanations are made to groups outside of the organization.

Policy explanations at the middle level are made essentially to subordinates. The extent of policy details explained at each level with an organization and to groups outside will vary according to interests and needs.

Policy implementation is the carrying out of previously established and explained policies. Basic points of implementation were shown as falling into five categories. Planning occurs at all levels: at the top, this is primarily program planning. Downward, the planning takes on more detailed form. Organizing follows logically the planning process. The organization then requires staffing, a managerial responsibility which includes classification of positions, selection, placement, and utilization of personnel. Budgeting within the framework of fiscal control is necessary to keep the organization active. Supervision is one of the principal and more difficult jobs of the manager. Supervision includes the coordinated handling of people and of material resources with adequate control to assure the accomplishment of planned objectives. There are many control devices, including meetings, reports, inspections, and fiscal controls.

The manager must be aware of these fundamentals of management and practice them, consciously or otherwise, if he is to attain success.

## PUBLIC RELATIONS

By Charles S. Thorpe



A native of Louisiana, he graduated from the Henry W. Grady School of Journalism, University of Georgia, Athens, Georgia. He had considerable experience on various newspapers in Georgia prior to affiliation with the Southern Bell Telephone and Telegraph Company. His present position is Georgia Customer Relations Manager with headquarters in Atlanta.

## SUMMARY

By Neill W. Freeman, Jr., AMS  
Arthur C. Jarrell, ASC

"Everything that business does" is Mr. Thorpe's definition of public relations. It is the "image of the organization" reflected in the public's attitude toward it and to be on good terms with one's colleagues or customers is just good common sense.

There are four basic precepts necessary to good public relations. These are:

1. Worthwhile policies
2. Good service
3. A well-intentioned and well-informed employee body
4. An informed public

Management must formulate "worthwhile policies" that will be a way of life for the organization. They must be of benefit to the community and in no way compromise either corporate or personal integrity.

"Good service" requires high standards - standards that will challenge all employees and meet the challenge of consumers. Management must be alert to recognize this responsibility and constantly be on the consumer's side. The work force must be able to correct all errors or omissions tactfully and see that good treatment is afforded all whom they may contact. There is no shortage on courtesy. An exceptionally friendly attitude stems from warm friendly service.

Maintain "a well-intentioned and well-informed employee body." This is the most important single factor in good public relations. Employees must know how to do their jobs efficiently, satisfactorily, and safely; but the controlling factor is that they see and know the importance of courtesy and practice it always.

"Keep the public informed" - develop and use effective procedures for keeping the public informed of the service. The public is our Boss and public opinion controls our work. Given facts and valid information, the public will come up with the right conclusion.

The starting point for public relations in an organization is service with consideration for the viewpoint of customers, employees, and owners. Further, the public must approve of basic principles followed. A challenge for an organization to meet is to make the human side visible, not mere assertions of its intentions. Let warm friendly service be the guidepost with rigidity offset by personal consideration.

To get the public views, the following means are available:

1. Special studies
2. Customer attitude surveys
3. Letter to the editor
4. Advertisements
5. Quality inspection
6. Interviews
7. Customer comments and criticism

Good public relations exist if public opinion shows the operations of the organization meet the following test:

1. It plays a vital role in the progress of the community it serves.
2. It does an excellent job of keeping the public informed about its service.
3. It is progressive and well run.
4. It has friendly and courteous employees - good citizens.
5. It is interested in the individual.

Some of the things that will do the job of public relations are:

1. Use of public relation committees
2. Annual reports to citizens
3. Use of radio and television broadcast
4. Daily contact of employees with the public at work and in the community
5. Well-informed, courteous employees
6. Honor your employees
7. Place of business well kept
8. Periodic open house to the public
9. Write good letters

Finally, management should determine the weak spots in the picture the public has of your organization and strive to have the image the public desires. Examine these factors: (a) how to improve attitudes, (b) what groups are involved, (c) how these groups can be reached, (d) control factors such as good management, and (e) estimate of the situation.

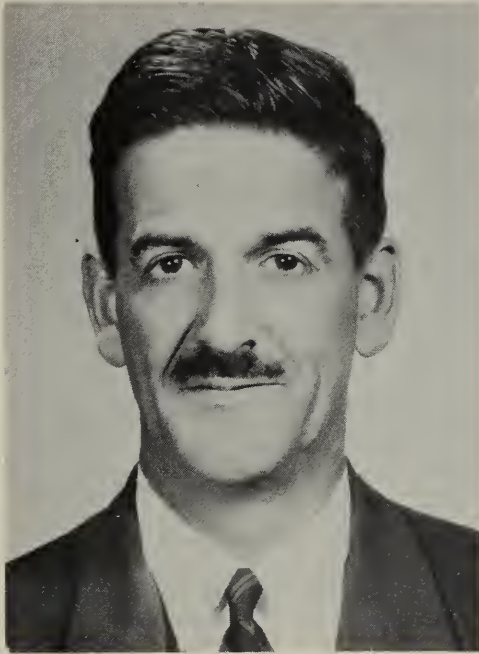


The area of public relations to guard is in telephone contact, a medium that is becoming more important in our daily contacts. Mrs. Peggy Stox, Customer Relations Supervisor who concluded the discussion for Mr. Thorpe, commented that "opportunity no longer knocks, it telephones and that we should "always put our best voice forward." We create a mental image when we talk - of the agency rather than the individual - and we should always use good telephone manners for best public relations.



## APPLIED IMAGINATION AND CREATIVE THINKING

By Dean James E. Gates



Dr. Gates, a native of Louisville, Kentucky, is Dean of the College of Business Administration and Director of the Executive Development Program, University of Georgia. He received the degree of Bachelor of Science in Commerce from the University of Kentucky and the degree of Doctor of Philosophy from the University of Virginia. Dean Gates formerly held positions as Economist for the Container Corporation of America, Professor of Economics at Indiana University and Clemson College, and he has been employed by several agencies of the Federal Government. Dr. Gates' collegiate honors include: Beta Gamma Sigma, Omicron Delta Kappa, Delta Sigma Pi, and Pi Sigma Alpha. He is a fellow of the American Institute of Management and a member of the Advisory Council, Creative Education Institute.

### SUMMARY

By Thomas E. Kinsey, ARS  
Jack R. Chapell, AMS

We are all animals, and the ability of man to apply his imagination and creative insight to the solution of problems is a peculiar quality which separates him from other animals. Without that ability, we would not have the many variations of products we find on the market today. It has been said that 40 percent of all products and services available today were not known prior to World War II. Many old, well-established companies have failed due to the fact that they would not innovate through creative thinking to produce the products needed to solve their problem.

Albert Einstein once said that the ability to think creatively is more important than knowledge. In order to distinguish between knowledge and creative thinking, man's basic mental powers are divided into four kinds:

1. Absorptive power - the ability to observe and to apply attention
2. Retentive power - the ability to memorize and to recall
3. Reasoning power - the ability to analyze and to judge
4. Creative power - the ability to visualize, to foresee, and to generate ideas.

There is evidence that anyone can make himself more proficient in the art of creative thinking by following these steps in the creative process:

1. Orientation, which is picking out and pointing up the problem
2. Preparation, gathering the data
3. Analysis, breaking down the relevant material
4. Ideation, thinking up ideas by way of possible solutions
5. Incubation, letting go in order to invite illumination
6. Synthesis, putting the pieces together
7. Evaluation, verifying the tentative solutions

Dr. Gates enumerated certain "blocks" as hindering the person trying to produce creative thinking. They are as follows:

1. Emotional blocks - most ideas down through history were greeted with sneers. That makes us reluctant to come up with ideas, for to do so brings sneers.
2. Cultural blocks - because it is fashionable in our society to be modest, we all have a tendency to decry our own abilities to be original.
3. Perceptual blocks - any ideas or suggestions which may be contrary to those of our superiors.

An outstanding psychologist, Dr. Frank Kingdon of the University of Southern California, has said that "questions are the creative acts of the intelligence." By that he meant simply that when the human being begins to question things as they are, to ask why they can't be combined, or reversed, or adapted, or made smaller, or larger, or substituted for other things, then he becomes creative; he becomes an intelligent animal. He has begun to use his reasoning and creative powers.

There are other techniques in use today for coming up with new ideas. They are referred to as (1) the forced relationship technique, (2) the free association technique, and (3) "brain storming." The utility of such sessions arises out of the fact that all of us are more ideative when we work with others.

It is clear that anyone, no matter what his level of education or intelligence, can become more creative than he has been by the application of these principles which can be restated as:

1. Free yourself from emotional blocks.
2. Allow yourself to be creative, by turns ideational and judicial, thinking up new ideas and then judging - not mixing the two.
3. Define the problem in such a way as to make it soluble.

No matter what may be your vocation, such a process is guaranteed to make you more useful to yourself, your organization, community, and family. Try it with your friends and associates, and you will find that it makes all of you more creative.

## PUBLIC SPEAKING

By Robert L. Bailey



Mr. Robert L. Bailey was born in Forsyth, Georgia. He is General Manager of Bob Shelly Appliance and Television Company, Atlanta, Georgia. He previously served as a pilot in the U. S. Air Force. He attended Middle Georgia College, Georgia School of Technology, and is a graduate of the University of Georgia, Atlanta Division BCS. Among his professional affiliations, he is past President of the Henry W. Grady Toastmasters Club and past District Governor in Alabama and Georgia of the Toastmaster International. He is a member of the Decatur Kiwanis Club, member of the official board of East Lake Methodist Church, and is a certified lay speaker of the Methodist Church. As a member of the Atlanta Sales Executives Club, he has received an Oscar for outstanding salesmanship.

### SUMMARY

By S. L. VanLandingham, FHA  
Ray B. Williams, FCIC

Mr. Bailey, in introducing his subject, "Public Speaking," stated that "the future belongs to the man who prepares" and "public speaking is a short cut to distinction."

He emphasized that you obtain success through speech. In defining speech, he stated that public speaking does not mean oratory, but that it applies to all speech with others. He referred to public speaking as "amplified conversation." We learn by doing. The toastmaster method of frequent practice, followed by friendly, helpful criticism, is an ideal way to learn to speak. The one thing worse than a quitter is the man who is afraid to begin.

Talk about what you know. Beginning speakers should stick to subjects on which they have personal knowledge such as business, life story, hobby, etc. Never apologize for using personal illustrations.

Speech material can be gathered by reading and thorough observation. Always have three times as much information as you can use in your speech, then eliminate all but the essential facts.

All speakers experience stage fright. This is natural and can be controlled. Fear of facing the audience is the strongest factor in keeping men from attempting to speak in public. This is overcome through practice, knowledge, self-control, and conviction.

Some fears that hinder speakers are:

1. Physical fear of the audience
2. Fear of ridicule
3. Fear of making a public spectacle of yourself
4. Fear that what you have to say is not worth saying
5. Fear that you may bore the audience

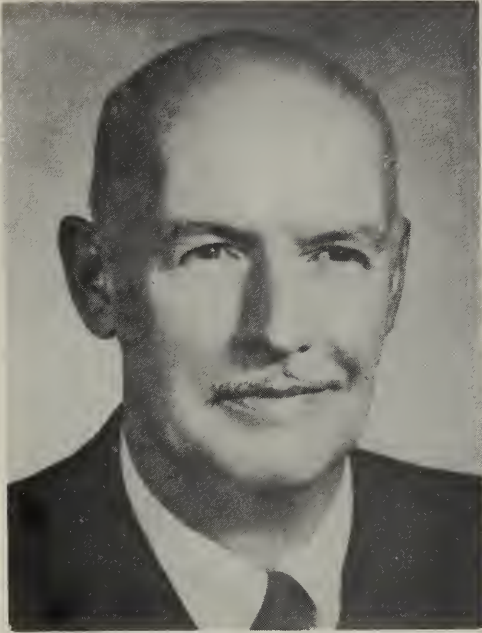
The best speeches contain three essential parts: opening, body, and conclusion.

Emphasis was given on posture, dress, and voice in delivering a speech. Your voice is either an outlet or a barrier to your thoughts. Correct breathing is the foundation of a good voice.

Other subjects covered included introducing a speaker, acceptance speech, and duties of a chairman.

## SUPERVISION

By William A. Egerton



Mr. Egerton was born in Knoxville, Tennessee on February 8, 1900. He studied law at the University of Tennessee and was licensed to practice law in the State of North Carolina in 1926. He is a member of the American Society of Training Directors. His experience includes the practice of law. He was Director of Industrial Relations with the American Enka Corporation, Enka, North Carolina, for twenty-six years. He is a professional Management Consultant and is presently Professor of Management at Oglethorpe University, Atlanta, Georgia.

### SUMMARY

By Cecil N. Martin, SCS  
Wayne W. West, FS

Mr. Egerton stated that present day supervision is a combination of leadership and management.

The attainment of enterprise objectives must be accomplished through the development of people rather than the direction of things.

Intelligent supervision predicts future needs of an organization and, through employee development, prepares subordinates for positions of greater responsibility.

The professional supervisor must realize that he cannot have intimate knowledge of all techniques and skills required of his subordinates and that his job is management. He should also realize that delegation is an important part of supervision.

A proficient supervisor utilizes the following functions of management:

1. Planning
2. Organization
3. Coordination
4. Control

Management is rapidly becoming a profession. As a profession, a body of knowledge is needed for further development of the skill. A supervisor must become an expert in both management and leadership so as to meet all situations.

Managerial decisions must be based on facts. Facts are things that have universally accepted external measurements. The use of values for decision making is inconsistent because they are based on internal factors or attitudes which may change.

Mr. Egerton said that it is impossible to understand other peoples' values and that every man has his own set of values.



## SELF-EVALUATION

By Dr. Michael H. Mescon



Dr. Mescon was born in Toronto, Canada and came to this country at an early age. He earned his A.B. and Masters degrees from the University of Miami and his Ph.D. from New York University. He has served as Associate Professor of Management at Georgia State College of Business Administration and in a training or consultant capacity for the Army, Department of Agriculture, U. S. Forest Service, Colonial Stores, and the Georgia Executive Management Seminar. Dr. Mescon is affiliated with the Industrial Relations Research Association, Delta Sigma Pi, and the American Association of University Professors. He is now Manager, Inspection Department, Rich's, Inc., Atlanta, Georgia.

### SUMMARY

By James P. Henry, ASC  
David H. Stancil, AMS

Self-evaluation by management is a determination as to whether or not the organization is accomplishing its basic goals or objectives. Obviously, we cannot measure accomplishment against objectives until the objectives are defined and understood. In business, profit is usually an important goal, and it is accompanied and affected by the objective of providing satisfaction for the human needs within the organization. This latter objective is common to business, government agencies, and all organizations.

Management is the ability to accomplish predetermined goals through the efforts of others. Self-evaluation of management must be structured around empathy. Empathy is the ability to place yourself in the other fellow's shoes. In order to empathize with employees, management must be able to communicate effectively with them. Research has indicated that the needs expressed by employees were considerably different from what management thought these needs to be. Management is therefore not empathizing.

Actually, preventive maintenance is much better than curing diseases in employee-management relations. Management should seek to understand the human needs of the organization. Higher pay rates do not

solve all problems, neither do better physical working conditions. Both of these have some importance, but working people also place considerable emphasis on less tangible things such as proper supervision and guidance, recognition by other workers as well as management, and work which challenges and is interesting. If the job does not fulfill these needs, they will be sought elsewhere. Management sometimes creates friction by misunderstanding the needs of the employee and giving them things they neither want nor need. The needs should be determined by scientific means, but this should only rarely require calling in outside professional help. Managers should be capable of finding out what the workers want, but the function of management cannot be performed on a hunch basis. The approach to the problem is highly important. Managers frequently tend to judge others from "the great I viewpoint." Management must be able to look from the viewpoint of the worker in order to critically evaluate the effectiveness of management itself.

SELECTING, DEVELOPING, AND  
RETAINING EMPLOYEES

By William H. Rima, Jr.



Mr. Rima, a native of Watertown, New York, is Deputy Regional Director, Fifth U. S. Civil Service Region, Atlanta, Georgia. He received the Bachelor of Science degree in Forest Management from Syracuse University, Syracuse, New York. He was first employed by the Soil Conservation Service. In 1940, he started his career with the U. S. Civil Service Commission as a Rating Examiner-Trainee, Second Civil Service Region, New York. He served as Chief, Inspection Division, Eighth U. S. Civil Service, Dallas, Texas. Next, he was employed as Executive Office Officer, Regional Office of Price Stabilization in Dallas. He returned to the Eighth U. S. Civil Service Region as Chief, Examining Division and remained there until his transfer to Atlanta in 1954. He is a member of the American Society for Public Administrators, Public Personnel Association, Atlanta Association of Federal Executives, and Atlanta Federal Personnel Advisory Council.

SUMMARY

By George N. Sparrow, ARS  
Gilbert H. Stradt, FS

INTRODUCTION

A successful manager of men must have demonstrated ability in managing himself. Dean Stanley F. Teele of the Harvard Business School has observed that a man's personal philosophy, his way of looking at the world and the people around him largely determines his success as a manager of people.

INFLUENCING EMPLOYEE BEHAVIOR

Influencing employees is an important responsibility of the supervisor. The subordinate is influenced in many ways, and often these influences conflict with one another. The employer must understand three important characteristics of the employee. First, he is self-centered with many problems. Studies have shown that employees want satisfactions,

usually of more importance than wages, such as consideration of their problems, pleasant working conditions, fair treatment, and good supervision. Secondly, he is confused. Generally, he is an employee, parent, taxpayer, and consumer. In addition to his supervisor, he is influenced by his family, the church, PTA, and other groups. Third, he is apprehensive, knowing that his supervisor can have a profound effect on his future.

### WHAT MOTIVATES INDIVIDUALS

Present day research indicates that in his employment a normal man wants status in his organization, work group, and professional field; satisfaction in acceptance of ideas, acceptance by fellow workers, and acceptance of work products; and security in future employment and progressive advancement.

### BASIC SKILLS

In selecting and developing employees, there are three basic skills to be considered in and for the employee.

Technical skill, which is most important in the lower levels of administration, involves specialized knowledge, analytical ability, and adeptness in the use of tools and techniques of the specialty.

Human skill, which is desirable at all levels of administration, is naturally developed and continuously practiced ability to work and communicate with people.

Conceptual skill, a prerequisite in the higher echelons of management, involves the ability to see an enterprise as a whole and to respond to the direction in which an organization should be going.

### PERSONAL DEVELOPMENT

People are our greatest asset, an asset that can be increased qualitatively to a degree as yet unmeasured. The value of people is largely dependent upon individual improvement. Certain factors and their availability control improvement. They are:

Capacity. An individual must have the capacity for improvement.

Interest. An individual must have an interest in improving.

Opportunity. Improvement is largely motivated by the opportunities afforded by supervisors and managers.

Capacity without interest results in stagnation. Interest without capacity yields little. Capacity and interest without opportunity provide little motivation of improvement.

Capacity, interest, and opportunity provide the atmosphere for unlimited improvement.

## THE FUTURE IN USDA

By Ernest C. Betts, Jr.



Mr. Betts was born on a farm in Wisconsin. He was educated at Platteville State Teachers College, Wisconsin and the Vernon County Normal School at Viroqua, Wisconsin. He entered Federal Service in 1939 and seventeen of his twenty years of service have been with the Department of Agriculture. Mr. Betts was appointed Director of Personnel for the Department in 1956. He is Co-Chairman of the TAM Work Group.

### SUMMARY

By Davis D. Slappey, FHA  
Hugh Clark, SCS

Training in management reflects a fundamental and growing concern in government and in industry for managerial ability, or the ability to manage, a commodity that is in rather short supply.

Forecasts of employment in the next decade in this country indicate a growing demand for managers and a decline in certain trades, crafts, farmers, and laborers.

We are living in a rapidly advancing technological era. With this advance has come the parallel growth in government - both State and Federal - in industry, in schools, and in universities. All of these require managers of people and resources.

Colleges and universities will not produce these managers, even if enrollments continue to double every few years. Managers will continue to be derived from those "generalists" and "specialists" who have developed, or have the potential for developing, that skill, art, or science of getting a group's energy mobilized or channeled into a common purpose or objective goal.

Training in managerial skill, as in other professional fields of training, is a slow and continuous process. The individual must, of course, first have the interest and sincere desire to become more proficient. Too long, many of our supervisors and managers have been passive in regard to this matter of self-development and self-improvement. The Department of Agriculture, through the TAM Institute and Workshop Program, is trying to correct this passivity of USDA employees' attitude in regard to the need for improved management and is pointing out that the solution seems to be in motivating and in improving people.

In this age of speed and technology, decisions must be made much faster than ever before. We must look ahead, plan ahead, and set goals for ourselves and those who work with us. If the Department is to continue its role of leadership, we cannot rest on our past achievements but must focus on the future.

Our system of democracy is facing its most serious test. Whether or not it endures depends upon each and every one of us. We cannot sit back and feel that we have no responsibility for the future of America. Government today is the biggest influence in the lives of all of us. The larger it becomes, the more susceptible it becomes to inefficiency in its operation. We in the Department of Agriculture have one of the most difficult jobs of managing anywhere in the federal government. We must continue to pioneer and explore new frontiers which will bring sound and constructive ideas into use for providing better service to the public through our administrative capability and enterprise. We must not, however, become so enamored in our role as pioneers that we forget the purpose of our mission. The only justification for exploration is an attempt by management and operating people in government to improve the quality of service given to the public.

To preserve the dignity and confidence necessary to the continuity of good government, each of us must develop within himself a spirit of truly dedicated public service. We must be continually alert to the demands of our job and direct our efforts toward more effective accomplishment of our task. We must dedicate ourselves to a career in which the greatest reward is the satisfaction of a job well done.

FILMS REVIEWED

Title: "The Political Life of Man" by staff members of the Georgia Center for Continuing Education

Time: 25 minutes, in black and white

The film was introduced by Mr. T. W. Mahler, Associate Director in charge of Training at the Georgia Center for Continuing Education. Mr. Mahler, who had participated in the production of this film, explained that it was built in an experimental stage. The reactions of the group were obtained by questionnaire and discussion following the showing.

The picture is the first in a series of seven which will deal with major forces shaping the life and destiny of mankind. This film is intended primarily for use on educational television networks, although it may be shown to selected audiences as well.

"The Political Life of Man" attempted a presentation of the two major philosophies of government: Democracy and Totalitarianism. This was done by means of a dialogue between two men in answer to questions from an anonymous citizen. Film clips of news events illustrated various phases of the dialogue.

Four types of a democratic form of government were presented. These ranged from the least control possible in preserving the peace to democratic socialism with major resources and industries under government ownership and management. The common denominator in all of these is respect for individual personality and the belief that such men, when fully informed, can decide major political issues and govern themselves.

Fascism and Communism were presented by similar techniques. The proponent speaker holds that people in the mass lack the ability to decide political issues intelligently and that specially educated leaders must do this.

The discussion which followed proved that the film was provocative of thought and of some emotional reaction as well. Apparently, the production succeeded in an impartial presentation of issues since the group was about evenly divided as to which "side" had been favored. The TAM group was fortunate in having had an opportunity to see this pioneering effort in educational television.

Title: "The Agriculture Story" by USDA

Time: 15 minutes, color

This is a good general film describing the growth and work of the Department of Agriculture. It was filmed primarily for use with farmer groups, schools, civic clubs, etc. It outlines the various services available to farmers through research, education, conservation, stabilization, credit, and marketing.



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## SUMMARY OF RECOMMENDATIONS MADE BY THE PARTICIPANTS

### Added Subjects

1. Listening (early in program)
2. Fact Finding
3. Interagency Relationships (USDA)
4. Tours of USDA Activities
5. Humanities
6. Schedule dinner and talk (short program that day, 6-7 hours)

### Subjects to be Enlarged

1. Creative Thinking
2. Communications
3. Case Studies, Assignments, and Discussion

### Eliminate

1. USDA Movie
2. Public Speaking
3. Organization of USDA (handled by individual agencies)
4. Shorten time on Objectives of Workshop

### General Recommendations

1. Arrange subjects in logical sequence, if possible, i. e.,  
Listening, Communications, Speaking
2. Allow discussion time
3. Keep free time for research
4. Speakers to furnish, in advance, summary of subject to be covered
5. Outline to speaker specific subject to be given
6. Appoint committees in advance and advise specific duties
7. Select films in advance of workshop, there is not enough time  
at workshop
8. Have program show exact speaking time and coffee breaks
9. Make extra copies of report for giving to each agency, two  
copies for each participant, and one copy to go to the respective  
agency





